

External Review Team Process

Office of Federal and State Accountability Division of Accountability



FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: Hunter-Kinard-Tyler Middle School

District: Orangeburg School District 4

Principal: Dr. Jonathan Francis, Jr.

Superintendent: Dr. Darrell Johnson

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

Demographic Information

Hunter-Kinard-Tyler Middle School is a small rural school with a predominantly African American population, totaling 110 students with approximately 96% of these students receiving free or reduced lunch. There are 60 7th Graders and 50 8th Graders currently enrolled. Over the past three years 2005-2007, the 7th Graders at Hunter-Kinard-Tyler Middle School have experienced a 15.9% increase in the number of students meeting the standard on the ELA portion of PACT and a 13.5% increase in science; however, there has been an 8.5% decrease in the number of students meeting the standard in math and a 1.4% decrease in social studies. Additionally with our 8th grade PACT scores, there was a 9.4% decrease in ELA in the number of students meeting the standard of Basic or above and an 8.3% decrease in math; but there was a 27.7% increase in science and a 24.2% increase in social studies.

As reported in the 2007 school report card, the student attendance rate is 97.1% and the teachers' attendance rate is 95.4%. At HKT, 61.8% of our teachers have earned an advanced degree and 64.7% are at the continuing contract level; only 10% hold emergency or provisional certificates. 75.9% of the faculty returned from the previous year, and the average teacher salary is \$43,947 annually. Of the annual budget, 48% is expended on teacher salaries and 51.6% on instruction. We have a provision of \$12,363 per pupil here at HKT High/Middle School.

Because we know that all areas of PACT count as 25% in our absolute rating, we feel that it is imperative that we focus on improving student achievement in each area. Due to the vast fluctuations in the number of students meeting the standard for PACT and the impact instructional strategies have on student achievement, we have identified the following goals as our focus to raise student achievement for the 2008-2009 year.

PACT DATA:

% Scoring at each proficiency level

Proficiency Level	Year											
	2005				2006				2007			
	BB	B	P	A	BB	B	P	A	BB	B	P	A
Course												
English Language Arts	50	45.3	4.7	0	44.1	50.8	5.1	0	52.9	37.3	8.8	1.0
Mathematics	41.4	46.1	9.4	3.1	44.9	47.5	5.9	1.7	49	41.2	7.8	14.7
Science	50	45.3	4.7	0	67.8	22.9	6.8	2.5	44.6	33.8	16.6	5.4
Social Studies	41.1	46.1	9.4	3.1	61	31.4	4.2	3.4	66.2	28.2	2.8	2.8

Definitions of Proficiency Levels:

(BB) Below Basic: Did not meet standards

(B) Basic: Met standards

(P) Proficient: Well prepared to work at next grade level

(A) Advanced: Very high score; very well prepared to work at next grade level

Over the past three years, the percentage of students scoring below basic has increased in ELA, math, and social studies; while science showed a dramatic increase from 2005 to 2006 and a dramatic decrease from 2006 to 2007.

English Language Arts % Scoring at each proficiency level

	Year											
	2005				2006				2007			
Proficiency Level	BB	B	P	A	BB	B	P	A	BB	B	P	A
Performance by Groups												
All Students	50	45.3	4.7	0	44.1	50.8	5.1	0	52.9	37.3	8.8	1.0
Male	48.6	45.7	5.7	0	46.9	50	3.1	0	56.7	33.3	8.3	1.7
Female	51.7	44.8	3.4	0	49.7	51.9	7.4	0	47.6	42.9	9.5	0
White	47.4	47.4	5.3	0	45	45	10	0	47.1	29.4	23.5	0
African-American	50.9	44.4	4.6	0	43.9	52	4.1	0	55.4	37.3	6.0	1.2
Subsidized Meals	53	42.6	4.3	0	48	48	3.9	0	55.8	37.2	7.0	0

Definitions of Proficiency Levels:

(BB) Below Basic: Did not meet standards

(P) Proficient: Well prepared to work at next grade level

(B) Basic: Met standards

(A) Advanced: Very high score; very well prepared to work at next grade level

From 2006 to 2007, there was an 8.8% increase in the percent of students scoring Below Basic; a 13.5% decrease in the percent scoring Basic; a 3.7% increase in the percent at Proficient; and a 1% increase in the percent scoring Advanced for reading. There were 9.1% more males scoring Below Basic than females, and females outscored males by 9.6% at the Basic level and 1.2% at the Proficient level; however, males scored 1.7% higher than females at the Advanced level. With respect to ethnicity, whites had an 8.3% lower percent in the Below Basic level and 7.9% in the Basic level. They had 17.5% more students scoring Proficient, and 1.2% fewer students scoring at the Advanced level. Students receiving subsidized meals had a 7.8% increase in the percent scoring Below Basic and a 10.8% increase in the percent scoring Basic while 3.1% increased at the Proficient level.

Mathematics % Scoring at each proficiency level

	Year											
	2005				2006				2007			
Proficiency Level	BB	B	P	A	BB	B	P	A	BB	B	P	A
Performance by Groups												
All Students	41.4	46.1	9.4	3.1	44.9	47.5	5.9	1.7	49	41.2	7.8	2.0
Male	40	45.7	12.9	1.4	43.8	50	4.7	1.6	50	40	8.3	1.7
Female	43.1	46.6	5.2	5.2	46.3	44.4	7.4	1.9	47.6	42.9	7.1	2.4
White	36.8	42.1	21.1	0	25	55	10	10	41.2	41.2	11.8	5.9
African-American	41.7	47.2	7.4	3.7	49	45.9	5.1	0	51.8	41	6	1.2
Subsidized Meals	43.5	47	7.0	2.6	48	45.1	5.9	1.0	54.7	38.4	5.8	1.2

Definitions of Proficiency Levels:

(BB) Below Basic: Did not meet standards

(P) Proficient: Well prepared to work at next grade level

(B) Basic: Met standards

(A) Advanced: Very high score; very well prepared to work at next grade level

From 2006 to 2007, there was a 4.1% increase in the percent of students scoring Below Basic; a 6.3% decrease in the percent scoring Basic; a 1.9% increase in the percent at Proficient; and a 0.3% increase in the percent scoring Advanced for mathematics. There were 2.4% more males scoring Below Basic than females, and females outscored males by 2.9% at the Basic level; and 1.2% more males scored at the Proficient level and scored 0.4% higher than females at the Advanced level. With respect to ethnicity, whites had a 10.6% lower percent in the Below Basic level and 0.2% more in the Basic level. They had 5.8% more students scoring Proficient and 4.7% more students scoring at the Advanced level. Students receiving subsidized meals had a 6.1% increase in the percent scoring Below Basic and a 6.7% decrease in the percent scoring Basic while 0.1% decreased at the Proficient level and a 0.2 increase in the percent scoring Advanced.

Science	% Scoring at each proficiency level											
	Year											
	2005				2006				2007			
Proficiency Level	BB	B	P	A	BB	B	P	A	BB	B	P	A
Performance by Groups												
All Students	67.2	32	0.8	0	67.8	22.9	6.8	2.5	44.6	33.8	16.2	5.4
Male	61.4	37.1	1.4	0	68.8	21.9	6.3	3.1	47.8	30.4	15.2	6.5
Female	74.1	25.9	0	0	66.7	24.1	7.4	1.9	39.3	39.3	17.9	3.6
White	63.2	36.8	0	0	55	10	25	10	25	25	33.3	16.7
African-American	67.6	31.5	0.9	0	70.4	25.5	3.1	1.0	50	33.3	13.3	3.3
Subsidized Meals	71.3	27.8	0.9	0	70.6	21.6	5.9	2.0	48.3	35	11.7	5.0

Definitions of Proficiency Levels:

(BB) Below Basic: Did not meet standards

(B) Basic: Met standards

(P) Proficient: Well prepared to work at next grade level

(A) Advanced: Very high score; very well prepared to work at next grade level

From 2006 to 2007, there was a 23.2% decrease in the percent of students scoring Below Basic; a 10.9% increase in the percent scoring Basic; a 9.4% increase in the percent at Proficient; and a 2.9% increase in the percent scoring Advanced for science. There were 8.5% more males scoring Below Basic than females, and females outscored males by 8.9% at the Basic level and 2.7% Proficient levels; and males scored 2.9% higher than females at the Advanced level. With respect to ethnicity, whites had a 25% lower percent in the Below Basic level and African-Americans had an 8.3% higher number of students scoring at the Basic level. Whites also had 20% more students scoring Proficient and 13.4% more students scoring at the Advanced level. Students receiving subsidized meals had a 22.3% decrease in the percent scoring Below Basic and a 13.4% increase in the percent scoring Basic while there was a 5.8% increase at the Proficient level and a 3% increase in the percent scoring Advanced.

Social Studies**% Scoring at each proficiency level**

Proficiency Level	Year											
	2005				2006				2007			
	BB	B	P	A	BB	B	P	A	BB	B	P	A
Performance by Groups												
All Students	58.6	35.9	3.1	2.3	61	31.4	4.2	3.4	66.2	28.2	2.8	2.8
Male	50	44.3	5.7	0	51.6	35.9	7.8	4.7	66.7	28.6	0	4.8
Female	69	25.9	0	5.2	72.2	25.9	0	1.9	65.5	27.6	6.9	0
White	57.9	36.8	5.3	0	40	40	10	10	70	20	10	0
African-American	58.3	36.1	2.8	2.8	65.3	29.6	3.1	2.0	67.8	27.1	1.7	3.4
Subsidized Meals	61.7	35.7	1.7	0.9	63.7	29.4	4.9	2.0	72.1	23	3.3	1.6

Definitions of Proficiency Levels:**(BB) Below Basic: Did not meet standards****(P) Proficient: Well prepared to work at next grade level****(B) Basic: Met standards****(A) Advanced: Very high score; very well prepared to work at next grade level**

From 2006 to 2007, there was a 5.2% increase in the percent of students scoring Below Basic; a 3.2% decrease in the percent scoring Basic; a 1.4% decrease in the percent at Proficient; and a 0.6% decrease in the percent scoring Advanced for social studies. There were 1.2% more males scoring Below Basic than females, and by 1% at the Basic level; females outscored males by 6.9% at the Proficient level; however, males scored 4.8% higher than females at the Advanced level. With respect to ethnicity, whites had a 2.2% higher percent in the Below Basic level and 7.1% fewer in the Basic level. Whites had 8.3% more students scoring Proficient, and African-Americans had 3.4% more students scoring at the Advanced level. Students receiving subsidized meals had an 8.4% increase in the percent scoring Below Basic and a 6.4% decrease in the percent scoring Basic and a 1.6% decrease at the Proficient level a 0.4% decrease at the Advanced Level.

In developing our Focused School Renewal Plans, our School Leadership Team recognizes the need to further refine its process for disaggregating and analyzing data from benchmarks for student performance that are linked to the PACT and academic standards. Our Leadership Team looked at the data that was available in our Annual School Report Card to determine the areas of deficiency to decide what goals would serve to have the greatest impact on our overall rating, as well as, our improvement rating. We decided that our PACT scores were an area of immediate concern due to the fact that our students scored 52.9% below average in ELA, 49% in math, 44.6 in science and 66.2 in social studies. We know it is very important for us to improve our results on the PACT scores. To improve our rating, we must focus more on our PACT performance.

Our Leadership Team understands just how important it is to move students from below basic to basic, from basic to proficient and from proficient to advanced. The Absolute Value Calculator will be use to ensure expected yearly progress will be met by identifying individual students who are within 5 points of moving from one performance level to next level. Identifying those students, teachers would provide differentiated instruction and daily enrichment activities to meet expected achievement goals.

Absolute Value Calculator Current 2007-08 Data

For Middle Schools based on PACT and EOC scores

	ACTUAL SCORES BASED ON PACT SPRING 2008						Average
	5	4	3	2	1	Total Students	
ELA	0	12	47	9	30	98	2.418367
Math	0	5	43	44	14	106	2.367925
Science	2	3	29	26	24	84	2.202381
SS	0	2	20	28	31	81	1.91358

Projection

2.2

	PREDICTION						Average
	5	4	3	2	1	Total Students	
ELA	7	23	48	2	26	106	2.839623
Math	9	13	57	13	16	108	2.87037
Science	5	0	28	30	21	84	2.261905
SS	6	4	26	27	30	93	2.236559

Projection

2.6

Our goals will offer us the most effective means of moving our school in the right direction and helping us to meet expected progress.

The School Leadership Team is composed of the following individuals:

Dr. Jonathan Francis, Principal
 Mrs. Gloria Jenkins, Assistant Principal
 Mrs. Sheila Edwards, Guidance Counselor
 Ms. Carolyn Smith, Instructional Coach
 Mrs. Patricia Dangerfield, Instructional Coach
 Ms. Coreen Parler, English Department Chairperson
 Mrs. Ana N. Daichendt, Math Department Chairperson
 Mrs. Deon Branch, Science Department Chairperson
 Ms. Marie Hallman, Social Studies Department Chairperson
 Ms. Carla Kearse, Business Department Chairperson
 Mrs. Rita M. Sease, Special Needs Department Chairperson
 Mrs. Jennifer Robinson-Wilson, Career Specialist
 Mr. Jarvis Davis, PBIS Intervention Specialist
 Mr. Crandall White, Athletic Director

Every department is represented on this team, and both classroom and non-instructional personnel were invited to serve. We felt that to fully effect the changes we desire for our school, we must include a wide range of perspectives to have the best insight on how to meet the needs of all of our students, keeping their best interest at the heart of all of our educational decisions. This composition has worked well for us and will be continued in the upcoming year.

SCHOOL TIMELINE

Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:

	Testing	Utilization of Data	Professional Development	Implementation/ Monitoring of Strategies
August 2008	<ul style="list-style-type: none"> • Mini-quizzes • Math Indicator Reinforcement 	<ul style="list-style-type: none"> • Student Data Notebooks 	<ul style="list-style-type: none"> • Collaborative Meetings • SC Curriculum Standards 	<ul style="list-style-type: none"> • Enrichment Schedule • Classroom observations & feedback • Lesson Plans • Compass Learning Lab Schedule • Students Notebooks/Journals • Hands-on Math Activities • Science Lab Activities
September 2008	<ul style="list-style-type: none"> • Mini-quizzes • MAP Testing • Social Studies Benchmark Testing • Math Indicator Reinforcement 	<ul style="list-style-type: none"> • Analyze MAP data • Analyze Social Studies Benchmark results • Goal Setting Conferences • Update Data Wall • Compass Progress Reports 	<ul style="list-style-type: none"> • MAP & Data Analysis • Compass Learning • Collaborative Meetings • Trojan MAP Testing Goal Cards • SC Curriculum Standards • MAPTRAKKER 	<ul style="list-style-type: none"> • New flexible groups based on MAP • Data Goal Cards • Classroom observations & feedback • Lesson Plans • MAP PowerPoint for accessing data • Students Notebooks/Journals • Hands-on Math Activities • Science Lab Activities
October 2008	<ul style="list-style-type: none"> • Mini-quizzes • Math Indicator Reinforcement 	<ul style="list-style-type: none"> • Student Data Notebooks • Compass Progress Reports 	<ul style="list-style-type: none"> • Collaborative Meetings • SC Curriculum Standards 	<ul style="list-style-type: none"> • Classroom observations & feedback • Lesson Plans • Students Notebooks/Journals • Student Incentives • ELA Student Projects • Hands-on Math Activities • Science Lab Activities • Social Studies Curriculum Activities
November 2008	<ul style="list-style-type: none"> • Mini-quizzes • Math Indicator Reinforcement 	<ul style="list-style-type: none"> • Compass Progress Reports 	<ul style="list-style-type: none"> • Collaborative Meetings • SC Curriculum Standards 	<ul style="list-style-type: none"> • Data Goal Cards • Classroom observations & feedback • Lesson Plans • Students Notebooks/Journals • Hands-on Math Activities • Science Lab Activities
December 2008	<ul style="list-style-type: none"> • Mini-quizzes • MAP Testing • Math Indicator Reinforcement 	<ul style="list-style-type: none"> • Compass Progress Reports 	<ul style="list-style-type: none"> • Collaborative Meetings • SC Curriculum Standards 	<ul style="list-style-type: none"> • Classroom observations & feedback • Lesson Plans • Students Notebooks/Journals • Hands-on Math Activities • Science Lab Activities

January 2009	<ul style="list-style-type: none"> • Mini-quizzes • Math Indicator Reinforcement 	<ul style="list-style-type: none"> • Analyze MAP data • Student Data Notebooks • Goal Setting Conferences • Update Data Wall • Compass Progress Reports 	<ul style="list-style-type: none"> • Collaborative Meetings • SC Curriculum Standards 	<ul style="list-style-type: none"> • New flexible groups based on MAP • Classroom observations & feedback • Lesson Plans • Students Notebooks/Journals • Student Incentives • ELA Student Projects • Hands-on Math Activities • Science Lab Activities • Social Studies Curriculum Activities
February 2009	<ul style="list-style-type: none"> • Mini-quizzes • Math Indicator Reinforcement 	<ul style="list-style-type: none"> • Compass Progress Reports 	<ul style="list-style-type: none"> • Collaborative Meetings • SC Curriculum Standards 	<ul style="list-style-type: none"> • Classroom observations & feedback • Lesson Plans • Students Notebooks/Journals • Hands-on Math Activities • Science Lab Activities
March 2009	<ul style="list-style-type: none"> • Mini-quizzes • MAP Testing • Social Studies Benchmark Testing • Math Indicator Reinforcement 	<ul style="list-style-type: none"> • Analyze MAP data • Analyze Social Studies Benchmark results • Student Data Notebooks • Goal Setting Conferences • Update Data Wall • Compass Progress Reports 	<ul style="list-style-type: none"> • Collaborative Meetings • SC Curriculum Standards 	<ul style="list-style-type: none"> • Data Goal Cards • Classroom observations & feedback • Lesson Plans • Students Notebooks/Journals • Student Incentives • ELA Student Projects • Hands-on Math Activities • Science Lab Activities • Social Studies Curriculum Activities
April 2009	<ul style="list-style-type: none"> • Mini-quizzes • Math Indicator Reinforcement 	<ul style="list-style-type: none"> • Compass Progress Reports 	<ul style="list-style-type: none"> • Collaborative Meetings • SC Curriculum Standards 	<ul style="list-style-type: none"> • New flexible groups based on MAP • Classroom observations & feedback • Lesson Plans • Students Notebooks/Journals • Hands-on Math Activities • Science Lab Activities
May 2009	<ul style="list-style-type: none"> • Mini-quizzes • Math Indicator Reinforcement 	<ul style="list-style-type: none"> • Student Data Notebooks • Compass Progress Reports 	<ul style="list-style-type: none"> • Collaborative Meetings • SC Curriculum Standards 	<ul style="list-style-type: none"> • Classroom observations & feedback • Lesson Plans • Students Notebooks/Journals • Student Incentives • ELA Student Projects • Hands-on Math Activities • Science Lab Activities • Social Studies Curriculum Activities

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 1: By April 1, 2009, 22 of 108 students in 7th and 8th grades tested in the Spring 2008 PACT ELA test will move to the next performance level as measured by a correlation of Spring 2009 MAP and PACT, which will represent a 20% increase in students' performance levels.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Continue the Enrichment Schedule every Wednesday, based on flexible grouping of students according to ELA MAP scores.	Principal	August 08	<ul style="list-style-type: none"> • The principal will designate a specific time in the middle school bell schedule to be used for enrichment/acceleration of students based on deficiencies identified from their MAP test scores. • Students will meet in flexible ELA groups one day per week. • Teachers will analyze MAP data and the Des-Cartes Continuum of Learning to provide individualized and small group paper-based and computer-assisted assignments for students to complete during this time. • Students will maintain an individual data card that delineates their areas of weakness and along with the teacher track their progress on these skills/standards. (Teacher) • Bi-weekly classroom observations will be conducted and written comments and conferences provided as needed to ensure that students are being given numerous opportunities to master the essential PACT skills and to monitor the impact of the strategy through monitoring of student progress with specific standards. (School Administrators and Instructional Coaches) <ul style="list-style-type: none"> • Documentation will include: copy of the master schedule; sample student data file; and copies of

2. Use MAP data and Compass Learning software to re-teach areas of deficiency in English Language Arts as identified from weekly scheduled computer lab sessions.	Principal Asst. Principal Instructional Coaches	August 08	<p>observations with feedback.</p> <ul style="list-style-type: none"> • Principal, Instructional Coaches, and the district will provide staff development relevant to the use of Compass Learning and analyzing MAP data. • Provide individual teacher coaching as needed on the identified areas of focus for the school and the department. (Principal and Instructional Coaches) • Create sample lessons and assessments to address the essential standards. (Department Chairs) • Meet with individual teachers and the department to access, print, and analyze MAP data to plan curriculum and instruction suited to the needs of the students while addressing the essential SC Curriculum standards. (Principal and Instructional Coaches) • Create Powerpoint presentations to be used for instructional purposes on how to access, print, and analyze MAP data. (Instructional Coaches) • Conduct bi-weekly classroom observations to ensure that the curriculum and instruction are relevant to the mastery of the essential SC Curriculum standards. (Administration and Instructional Coaches) • From weekly scheduled computer lab session, students will maintain an individual data file that delineates their areas of weakness and along with the teacher track their progress on these skills/standards. (Teacher) <ul style="list-style-type: none"> ✓ Documentation will include: copies of sign-in rosters and agendas with notes from the meeting; copy of Spring 2008 Assessment Needs Survey; log of individual teacher coaching sessions; and file of sample lessons and assessments, as well as, results of "mini" assessments; Fall Student Data Reports by RIT bands; sample pages from student notebooks/logs detailing PACT practice activities and daily warm-ups; and pre- and posttest teacher proficiency results. (Principal and Instructional Coaches)
3. Use PACT practice materials (student workbooks, transparencies, etc.) as the daily warm-up activity to reinforce the essential standards.	English Teachers	August 08	<ul style="list-style-type: none"> • Teachers will write lesson plans and prepare lessons that clearly indicate materials being used and essential SC Curriculum Standards to which the materials are correlated.

			<ul style="list-style-type: none"> Students will maintain a notebook of daily warm-up activities to study in preparation for the exam. (Teacher) Teachers will create and administer "mini" quizzes based on daily warm-up activities as reinforcement of essential standards. Classroom observations will be conducted to ensure that EOC materials are being used on a regular basis and that students are being given numerous opportunities to master the essential EOC standards to check student progress with specific standards. (School Administrators and Instructional Coaches) <ul style="list-style-type: none"> Documentation will include: file with copies of classroom observations with feedback; student logs of daily warm-up activities; and samples of practice assignments and assessments, as well as, results of "mini" assessments (9th Grade Teacher, Principal, Assistant Principal, and Instructional Coaches)
4. Maintain and analyze data on student performance from MAP, District Benchmarks, Content Area Classes, and PACT.	Principal Asst. Principal Instructional Coaches	August 08	<ul style="list-style-type: none"> Teachers will create and maintain a data notebook to track their students' individual data from PACT; MAP; District Benchmarks, and Content Area Class Performance. Administration will review this data at least once each quarter and provide feedback. Teachers will use the data to plan lessons relevant to the student needs. <ul style="list-style-type: none"> Documentation will include: sample copy of data notebook; copies of feedback form; and copies of lesson plans. (Principal)
5. ELA teachers will conduct a daily read-aloud activity.	Principal Asst. Principal Instructional Coaches	Sept. 08	<ul style="list-style-type: none"> Teachers will write lesson plans clearly indicating the daily read-aloud activity. Students will maintain a log of daily reflections about read alouds. Classroom observations will be conducted to ensure that PACT materials are being used on a regular basis and that students are being given numerous opportunities to master the essential PACT skills and to monitor the impact of the strategy by monitoring student progress with specific standards. (School Administration and Instructional Coaches) <ul style="list-style-type: none"> Documentation will include: copies of classroom observations with feedback; copies of lesson

			plans documenting read-alouds, student reflection logs. (Instructional Coach)
6. Provide multiple opportunities for success in English Language Arts by re-teaching areas of deficiency either during or after school as a class or in small group or one-on-one basis.	Teachers	August 08	<ul style="list-style-type: none"> Teachers will provide additional assistance as requested by students or as necessary based on academic performance. Students with deficiencies in the PACT essential standards will participate in both during and after school tutoring assistance programs/sessions to address areas of deficiency as indicated on MAP data. (Afterschool Coordinator) Teachers will make maintain a log of computer-assisted assignments that students complete to address identified areas of deficiency. Teachers will write lesson plans that clearly indicate re-teaching strategies for material not mastered during initial instruction. Provide quarterly incentives for students who master essential SC Curriculum standards to encourage retention of knowledge crucial to their PACT assessment. (Instructional Coaches) Bi-weekly classroom observations will be conducted to ensure that PACT materials are being used on a regular basis and that students are being given numerous opportunities to master the essential PACT skills and to monitor the impact of the strategy by monitoring student progress with specific standards. (School Administration and Instructional Coaches) <ul style="list-style-type: none"> Documentation will include: copies of student activity records from software showing PACT essential standards computer-based lessons completed by students; teacher charts showing student progress through identified HSAP standard deficiencies; copies of classroom observations with feedback; student tutoring sign-in sheets; pictures of students who are meeting their proficiency goals (Teachers, Principal, Assistant Principal, Business Education Teacher, and Instructional Coaches)
7. Collaborate departmentally at least once a month to analyze and review data and to create PACT lessons and assessments and once weekly as a middle school team to address concerns specific to those students.	Teachers Instructional Coaches	August 08	<ul style="list-style-type: none"> Teachers will meet at least once a month to create sample PACT lessons and "mini" assessments. Teachers will administer "mini" assessments to students to check and monitor student progress on the essential PACT standards.

			<ul style="list-style-type: none"> Teachers and Instructional Coaches will meet at least once a month to analyze student assessment data. Teachers and Instructional Coaches will meet at least once a week to assemble and correlate instructional strategies and assessments suited to the needs of the students and the essential PACT standards. (Department Chairs and Instructional Coaches) <ul style="list-style-type: none"> Documentation will include: file of sample lessons; agendas and/or sign-in sheets with meeting notes showing planning and data to be analyzed as verification of attendance/receipt; copies of revised curriculum as needed, as well as, results of "mini" assessments (Teachers and Instructional Coaches)
8. Students will maintain individualized MAP testing data in the form of a Trojan MAP Testing Goal Card.	Instructional Coaches Teachers	September 08	<ul style="list-style-type: none"> Professional development on the use and procedure for student data cards. Teachers will hold a goals-setting conference with students about their data on the Trojan MAP Testing Goal Card. Students will have the card to refer to their scores during each MAP test, so they can see their progress as they complete each MAP test. The testing proctor will ensure that the updated score is recorded on the Trojan MAP Testing Goal Card. The cards will be collected after testing to maintain documentation. <ul style="list-style-type: none"> Documentation: Student data cards will be kept on file.
9. Teachers will conduct at least one theme-based project with students that is correlated to the SC ELA Curriculum standards. 7 th grade will complete a quilt project based on ELA titles read. 8 th grade will complete a multi-genre theme-based project.	Teachers	September 08	<ul style="list-style-type: none"> Instructor will design projects to include criteria and grading rubric. Activities will be delineated in lesson plans. Students will be involved in ongoing activities related to the project. A final artifact will document completion of the project (quilt and posters) <ul style="list-style-type: none"> Documentation will include: Instructor will maintain a binder of Project Title, Criteria, Grading Rubric, & student work samples.
10. Student Data Wall	Instructional Coach Teachers	October 08	<ul style="list-style-type: none"> Instructional coaches will provide staff development on analyzing MAP scores. A data wall will be displayed in the data room to show correlation between MAP and PACT, and student progress.

			<ul style="list-style-type: none"> • Teachers will meet in the data room and discuss/monitor student progress after each MAP testing. • Teachers will plan instruction tailored to meet student needs identified by the data. <ul style="list-style-type: none"> • Documentation: Sign-in sheets, data records, photographs of data wall, minutes from teacher meetings.
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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 2: By April 1, 2009, 22 of 108 students in 7th and 8th grades tested in the Spring 2008 PACT Mathematics test will move to the next performance level as measured by a correlation of Spring 2009 MAP and PACT, which will represent a 20% increase in students' performance levels.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Continue the Enrichment Schedule each Monday based on flexible grouping of students according to Math MAP scores.	Principal	August 08	<ul style="list-style-type: none"> • The principal will designate a specific time in the middle school bell schedule to be used for enrichment/acceleration of students based on deficiencies identified from their MAP test scores. • Teachers will analyze MAP data and the Des-Cartes Continuum of Learning to provide individualized and small group paper-based and computer-assisted assignments for students to complete during this time. • Students will maintain an individual data card that delineates their areas of weakness and along with the teacher track their progress on these skills/standards. (Teacher) • Bi-weekly classroom observations will be conducted and written comments and conferences provided as needed to ensure that students are being given numerous opportunities to master the essential PACT skills and to monitor the impact of the strategy through monitoring of student progress with specific standards. (School Administrators and Instructional Coaches) ✓ Documentation will include: copy of the master schedule; sample student data file; and copies of observations with feedback.

<p>2. Use MAP data and Compass Learning software to re-teach areas of deficiency.</p>	<p>Principal Asst. Principal Instructional Coaches</p>	<p>August 08</p>	<ul style="list-style-type: none"> • Principal, Instructional Coaches, and the district will provide staff development relevant to the needs of the teachers based on needs assessment survey results from Spring 2008. • Provide individual teacher coaching as needed on the identified areas of focus for the school and the department. (Principal and Instructional Coaches) • Create sample lessons and assessments to address the essential standards. (Department Chairs) • Meet with individual teachers and the department to access, print, and analyze MAP data to plan curriculum and instruction suited to the needs of the students while addressing the essential SC Curriculum standards. (Principal and Instructional Coaches) • Create PowerPoint presentations to be used for instructional purposes on how to access, print, and analyze MAP data. (Instructional Coaches) • Conduct bi-weekly classroom observations to ensure that the curriculum and instruction are relevant to the mastery of the essential SC Curriculum standards. (Administration and Instructional Coaches) • From weekly scheduled computer lab session, the teacher will print a monthly report from Compass learning that delineates students' areas of weakness and along with the teacher track their progress on these skills/standards. (Teacher) ✓ Documentation will include: copies of sign-in rosters and agendas with notes from the meeting; copy of Spring 2008 Assessment Needs Survey; log of individual teacher coaching sessions; and file of sample lessons and assessments, as well as, results of "mini" assessments; Fall Student Data Reports by RIT bands; sample pages from student notebooks/logs detailing PACT practice activities and daily warm-ups; and pre- and posttest teacher proficiency results. (Principal and Instructional Coaches)
<p>3. Use PACT practice materials (student workbooks, manipulatives, transparencies, etc.) as the daily warm-up activity to reinforce the essential standards.</p>	<p>English Teachers</p>	<p>August 08</p>	<ul style="list-style-type: none"> • Teachers will write lesson plans and prepare lessons that clearly indicate materials being used and essential SC Curriculum standards to which the materials are correlated. • Students will maintain a notebook of daily PACT warm-up activities to study in preparation for the

			<p>exam. (Teacher)</p> <ul style="list-style-type: none"> • Teachers will create and administer "mini" PACT quizzes based on daily warm-up activities as reinforcement of essential SC Curriculum Standards. • Classroom observations will be conducted to ensure that materials are being used on a regular basis and that students are being given numerous opportunities to master the essential SC Curriculum Standards to check student progress with specific standards. (School Administrators and Instructional Coaches) ✓ Documentation will include: file with copies of classroom observations with feedback; student logs of daily warm-up activities; and samples of practice assignments and assessments, as well as, results of "mini" assessments (9th Grade Teacher, Principal, Assistant Principal, and Instructional Coaches)
4. Maintain and analyze data on student performance from MAP, District Benchmarks, Content Area Classes, and PACT.	Principal Asst. Principal Instructional Coaches	August 08	<ul style="list-style-type: none"> • Teachers will create and maintain a data notebook to track their students' individual data from PACT; MAP; District Benchmarks, and Content Area Class Performance. • Administration will review this data at least once each quarter and provide feedback. • Teachers will use the data to plan lessons relevant to the student needs. ✓ Documentation will include: sample copy of data notebook; copies of feedback form; and copies of lesson plans. (Principal)
5. Teachers will design hands-on mathematics lessons utilizing manipulatives at least once per week.	Principal Asst. Principal Instructional Coaches	Sept. 08	<ul style="list-style-type: none"> • Teachers will write lesson plans clearly indicating the use of hands-on manipulatives at least once per week. • Teachers will use MAP data and Des Cartes Continuum of Learning to identify skills needed in remediation or enrichment. • Students will maintain a log of their participation in hands-on manipulative activities. (Teachers) • Bi-weekly classroom observations will be conducted to ensure that teachers are utilizing hands-on manipulative activities in classroom instruction. (School Administration and Instructional Coaches) ✓ Documentation will include: student log of activities; copies of classroom observations with feedback, lesson plans. (Principal)
6. Provide multiple opportunities for success in	Teachers	August 08	<ul style="list-style-type: none"> • Teachers will provide additional assistance as

math by re-teaching areas of deficiency either during or after school as a class or in small group or one-on-one basis.			<p>requested by students or as necessary based on academic performance.</p> <ul style="list-style-type: none"> • Students with deficiencies in the PACT essential standards will participate in both during and after school tutoring assistance programs/sessions to address areas of deficiency as indicated on MAP data. (Afterschool Coordinator) • Teachers will make maintain a log of computer-assisted assignments that students complete to address identified areas of deficiency. • Teachers will write lesson plans that clearly indicate re-teaching strategies for material not mastered during initial instruction. • Provide incentives for students who master essential PACT standards to encourage retention of knowledge crucial to their PACT assessment. (Instructional Coaches) • Classroom observations will be conducted to ensure that PACT materials are being used on a regular basis and that students are being given numerous opportunities to master the essential PACT skills and to monitor the impact of the strategy by monitoring student progress with specific standards. (School Administration and Instructional Coaches) ✓ Documentation will include: copies of student activity records from software showing PACT essential standards computer-based lessons completed by students; teacher charts showing student progress through identified HSAP standard deficiencies; copies of classroom observations with feedback; student tutoring sign-in sheets; pictures of students who are meeting their proficiency goals (Teachers, Principal, Assistant Principal, Business Education Teacher, and Instructional Coaches)
7. Collaborate departmentally at least once a month to analyze and review data and to create PACT lessons and assessments and once weekly as a middle school team to address concerns specific to those students.	Teachers Instructional Coaches	August 08	<ul style="list-style-type: none"> • Teachers will meet at least once a month to create sample PACT lessons and "mini" assessments. • Teachers will administer "mini" assessments to students to check and monitor student progress on the essential PACT standards. • Teachers and Instructional Coaches will meet at least once a month to analyze student assessment data. • Teachers and Instructional Coaches will meet at least once a week to assemble and correlate instructional

			<p>strategies and assessments suited to the needs of the students and the essential PACT standards. (Department Chairs and Instructional Coaches)</p> <p>✓ Documentation will include: file of sample lessons; agendas and/or sign-in sheets with meeting notes showing planning and data to be analyzed as verification of attendance/receipt; copies of revised curriculum as needed, as well as, results of "mini" assessments (Teachers and Instructional Coaches)</p>
8. Assessments will include a minimum of 3 previously taught indicators providing formative assessment on student retention of information.	Teachers	September 08	<ul style="list-style-type: none"> Teachers will design each assessment to include a minimum of 3 previously taught indicators. Teachers will track which indicators are included on the assessment by maintaining a record on their math pacing guide. Teachers will assess the information for indications of needed differentiated instruction, to ensure student retention of knowledge taught. Teachers will conduct Reteach, Redo and Retake activities indicators as necessary, based on information from assessments. <ul style="list-style-type: none"> Documentation will include: file of assessments; pacing guide tracking chart; lesson plans indicating reteaching
9. Students will maintain individualized MAP testing data in the form of a Trojan MAP Testing Goal Card.	Instructional Coaches Teachers	September 08	<ul style="list-style-type: none"> Professional development on the use and procedure for student data cards. Teachers will hold a goals-setting conference with students about their data on the Trojan MAP Testing Goal Card. Students will have the card to refer to their scores during each MAP test, so they can see their progress as they complete each MAP test. The testing proctor will ensure that the updated score is recorded on the Trojan MAP Testing Goal Card. The cards will be collected after testing to maintain documentation. <ul style="list-style-type: none"> Documentation: Student data cards will be kept on file.
10. Student Data Wall	Instructional Coach Teachers	October 08	<ul style="list-style-type: none"> Instructional coaches will provide staff development on analyzing MAP scores. A data wall will be displayed in the data room to show correlation between MAP and PACT, and student progress. Teachers will meet in the data room and discuss/monitor student progress after each MAP

			<p>testing.</p> <ul style="list-style-type: none">• Teachers will plan instruction tailored to meet student needs identified by the data.<ul style="list-style-type: none">• Documentation: Sign-in sheets, data records, photographs of data wall, minutes from teacher meetings.
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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 3: By April 1, 2009, 22 of 108 students in 7th and 8th grades tested on the Fall 2008 MAP Science test will move to the next performance level as measured by a correlation of Spring 2009 MAP and PACT, which will represent a 20% increase in students' performance levels.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Continue the Enrichment Schedule every Thursday based on flexible grouping of students according to Science MAP scores.	Principal	August 08	<ul style="list-style-type: none"> • The principal will designate a specific time in the middle school bell schedule to be used for enrichment/acceleration of students. • Teachers will analyze classroom assessment and benchmark data to provide individualized and small group paper-based and computer-assisted assignments for students to complete during this time. • Students will maintain an individual data card that delineates their areas of weakness and along with the teacher track their progress on these skills/standards. (Teacher) • Bi-weekly classroom observations will be conducted and written comments and conferences provided as needed to ensure that students are being given numerous opportunities to master the essential PACT skills and to monitor the impact of the strategy through monitoring of student progress with specific standards. (School Administrators and Instructional Coaches) ✓ Documentation will include: copy of the master schedule; sample student data file; and copies of observations with feedback.

2. Use MAP data and Compass Learning software to re-teach areas of deficiency.	Principal Asst. Principal Instructional Coaches	August 08	<ul style="list-style-type: none"> Principal, Instructional Coaches, and the district will provide staff development relevant to the needs of the teachers based on needs assessment survey results from Spring 2008. Provide individual teacher coaching as needed on the identified areas of focus for the school and the department. (Principal and Instructional Coaches) Create sample lessons and assessments to address the essential standards. (Department Chairs) Conduct bi-weekly classroom observations to ensure that the curriculum and instruction are relevant to the mastery of the essential SC Curriculum standards. (Administration and Instructional Coaches) From weekly scheduled computer lab session, the teacher will print a monthly report from Compass Learning that delineates students' areas of weakness and along with the teacher track their progress on these skills/standards. (Teacher) ✓ Documentation will include: copies of sign-in rosters and agendas with notes from the meeting; copy of Spring 2008 Assessment Needs Survey; log of individual teacher coaching sessions; and file of sample lessons and assessments, as well as, results of "mini" assessments; sample pages from student notebooks/logs detailing PACT practice activities and daily warm-ups; and pre- and posttest teacher proficiency results. (Principal and Instructional Coaches)
3. Use PACT practice materials (student workbooks, transparencies, manipulative, etc.) as the daily warm-up activity to reinforce the essential standards.	English Teachers	August 08	<ul style="list-style-type: none"> Teachers will write lesson plans and prepare lessons that clearly indicate materials being used and essential SC Curriculum Standards to which the materials are correlated. Students will maintain a notebook of daily warm-up activities to study in preparation for the exam. (Teacher) Teachers will create and administer "mini" quizzes based on daily warm-up activities as reinforcement of essential SC Curriculum Standards. Classroom observations will be conducted to ensure that materials are being used on a regular basis and that students are being given numerous opportunities to master the essential standards to check student progress with specific standards. (School

			Administrators and Instructional Coaches) ✓ Documentation will include: file with copies of classroom observations with feedback; student logs of daily warm-up activities; and samples of practice assignments and assessments, as well as, results of "mini" assessments (9 th Grade Teacher, Principal, Assistant Principal, and Instructional Coaches)
4. Maintain and analyze data on student performance from MAP Science results, Content Area Classes, and PACT.	Principal Asst. Principal Instructional Coaches	August 08	<ul style="list-style-type: none"> • Teachers will create and maintain a data notebook to track their students' individual data from PACT; MAP Science results, and Content Area Class Performance. • Administration will review this data at least once each quarter and provide feedback. • Teachers will use the data to plan lessons relevant to the student needs. ✓ Documentation will include: sample copy of data notebook; copies of feedback form; and copies of lesson plans. (Principal)
5. Teachers will design hands-on science lab activities at least once per week.	Principal Asst. Principal Instructional Coaches	Sept. 08	<ul style="list-style-type: none"> • Teachers will write lesson plans clearly indicating the use of hands-on science lab activities at least once per week. • Students will maintain a science log of participation in lab activities correlated to the essential SC Curriculum standards (Teachers) • Bi-weekly classroom observations will be conducted to ensure that teachers are utilizing hands-on science lab activities at least once per week. (School Administration and Instructional Coaches) ✓ Documentation will include: student log of participation in activities; copies of classroom observations with feedback; lesson plans (Teachers, Principal, Assistant Principal, Instructional Coaches, and Business Education Teacher)
6. Provide multiple opportunities for success in Science by re-teaching areas of deficiency either during or after school as a class or in small group or one-on-one basis.	Teachers	August 08	<ul style="list-style-type: none"> • Teachers will provide additional assistance as requested by students or as necessary based on academic performance. • Students with deficiencies in the PACT essential standards will participate in both during and after school tutoring assistance programs/sessions to address areas of deficiency. (Afterschool Coordinator) • Teachers will make maintain a log of computer-assisted assignments that students complete to address identified areas of deficiency. • Teachers will write lesson plans that clearly indicate

			<p>re-teaching strategies for material not mastered during initial instruction.</p> <ul style="list-style-type: none"> • Provide incentives for students who master essential PACT standards to encourage retention of knowledge crucial to their PACT assessment. (Instructional Coaches) • Classroom observations will be conducted to ensure that PACT materials are being used on a regular basis and that students are being given numerous opportunities to master the essential PACT skills and to monitor the impact of the strategy by monitoring student progress with specific standards. (School Administration and Instructional Coaches) ✓ Documentation will include: copies of student activity records from software showing PACT essential standards computer-based lessons completed by students; teacher charts showing student progress through identified SC Curriculum Standard deficiencies; copies of classroom observations with feedback; student tutoring sign-in sheets; pictures of students who are meeting their proficiency goals (Teachers, Principal, Assistant Principal, Business Education Teacher, and Instructional Coaches)
7. Collaborate departmentally at least once a month to analyze and review data and to create PACT lessons and assessments and once weekly as a middle school team to address concerns specific to those students.	Teachers Instructional Coaches	August 08	<ul style="list-style-type: none"> • Teachers will meet at least once a month to create sample PACT lessons and "mini" assessments. • Teachers will administer "mini" assessments to students to check and monitor student progress on the essential PACT standards. • Teachers and Instructional Coaches will meet at least once a month to analyze student assessment data. • Teachers and Instructional Coaches will meet at least once a week to assemble and correlate instructional strategies and assessments suited to the needs of the students and the essential PACT standards. (Department Chairs and Instructional Coaches) ✓ Documentation will include: file of sample lessons; agendas and/or sign-in sheets with meeting notes showing planning and data to be analyzed as verification of attendance/receipt; copies of revised curriculum as needed, as well as, results of "mini" assessments (Teachers and Instructional Coaches)
9. A science coach will work with teachers to improve science instruction based on an analysis	Teachers	September 08	<ul style="list-style-type: none"> • The science coach will observe in each of the two science teachers classes each week and have

of the Tests for Higher Standards.			<p>reflective conversations with teachers on classroom instruction observed.</p> <ul style="list-style-type: none"> • The science coach will meet with each science teacher weekly to review lesson plans and discuss planned activities and the correlation to state standards with teachers during weekly meetings. A log of items discussed at weekly meetings will be maintained by the science coach. • The Science Coach will present ongoing professional development on SC Science Standards and the use of exemplary materials for teachers. <ul style="list-style-type: none"> • Documentation will include: classroom observation with feedback; collaborative log of weekly meetings and professional development
10. Student Data Wall	Instructional Coach Teachers	October 08	<ul style="list-style-type: none"> • Instructional coaches will provide staff development on analyzing MAP scores. • A data wall will be displayed in the data room to show correlation between MAP and PACT, and student progress. • Teachers will meet in the data room and discuss/monitor student progress after each MAP testing. • Teachers will plan instruction tailored to meet student needs identified by the data. <ul style="list-style-type: none"> • Documentation: Sign-in sheets, data records, photographs of data wall, minutes from teacher meetings.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 4: By April 1, 2009, at least 50% of students in grades 7th - 8th will achieve a score of 70% or higher on the Social Studies District Benchmark Test administered in Spring 2009.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Continue the Enrichment Schedule each Friday based on flexible grouping of students according to ELA MAP scores.	Principal	August 08	<ul style="list-style-type: none"> • The principal will designate a specific time in the middle school bell schedule to be used for enrichment/acceleration of students based on deficiencies identified from their District Benchmark test scores. • Teachers will analyze assessment data learning to provide individualized and small group paper-based and computer-assisted assignments for students to complete during this time. • Bi-weekly classroom observations will be conducted and written comments and conferences provided as needed to ensure that students are being given numerous opportunities to master the essential SC Curriculum skills and to monitor the impact of the strategy through monitoring of student progress with specific standards. (School Administrators and Instructional Coaches) ✓ Documentation will include copy of the master schedule; sample student data file; and copies of observations with feedback.
2. Social Studies teachers will plan quarterly activities where: <ul style="list-style-type: none"> • 8th grade students make group presentation on curriculum standards covered that quarter. • 7th grade students make an ongoing ABC 	Principal Asst. Principal Instructional Coaches	August 08	<ul style="list-style-type: none"> • Create lesson plans and assessments to address the essential standards covered in the quarterly activities. (Department Chairs) • Conduct bi-weekly classroom observations to ensure that the curriculum and instruction are relevant to the mastery of the essential SC Curriculum

book of Geography.			<p>standards. (Administration and Instructional Coaches)</p> <ul style="list-style-type: none"> • A final artifact will document completion of the projects (Photos of student presentations and ABC Book of Geography) ✓ Documentation will include: file of sample lessons and assessments; sample pages from student notebooks/logs; classroom observations and feedback. (Principal and Instructional Coaches)
3. Use PACT Social Studies practice materials (student workbooks, maps, videos transparencies, etc.) as the daily warm-up activity to reinforce the essential standards.	English Teachers	August 08	<ul style="list-style-type: none"> • Teachers will write lesson plans and prepare lessons that clearly indicate materials being used and essential SC Curriculum standards to which the materials are correlated. • Students will maintain a notebook of daily warm-up activities to study in preparation for the exam. (Teacher) • Teachers will create and administer "mini" quizzes based on daily warm-up activities as reinforcement of essential standards. • Classroom observations will be conducted to ensure that materials are being used on a regular basis and that students are being given numerous opportunities to master the essential standards to check student progress with specific standards. (School Administrators and Instructional Coaches) ✓ Documentation will include: file with copies of classroom observations with feedback; student logs of daily warm-up activities; and samples of practice assignments and assessments, as well as, results of "mini" assessments (9th Grade Teacher, Principal, Assistant Principal, and Instructional Coaches)
4. Maintain and analyze data on student performance from District Benchmarks, Content Area Classes, and PACT.	Principal Asst. Principal Instructional Coaches	August 08	<ul style="list-style-type: none"> • Teachers will create and maintain a data notebook to track their students' individual data from PACT; District Benchmarks, and Content Area Class Performance. • Administration will review this data at least once each quarter and provide feedback. • Teachers will use the data to plan lessons relevant to the student needs. ✓ Documentation will include: sample copy of data notebook; copies of feedback form; and copies of lesson plans. (Principal)
5. Use of the computer lab/mobile computer lab	Principal	Sept. 08	<ul style="list-style-type: none"> • Teachers will write lesson plans clearly indicating the

for computer-assisted instruction in identified areas of deficiency.	Asst. Principal Instructional Coaches		<p>use of the computer lab/mobile computer lab to provide computer-assisted instruction to address individual student deficiencies.</p> <ul style="list-style-type: none"> • Students will maintain a log of their progress through PACT standards and practice activities correlated to the essential PACT standards (Teachers) • Classroom observations will be conducted to ensure that PACT materials are being used on a regular basis and that students are being given numerous opportunities to master the essential PACT skills and to monitor the impact of the strategy by monitoring student progress with specific standards. (School Administration and Instructional Coaches) ✓ Documentation will include: copies of student activity records from software showing PACT essential standards computer-based lessons completed by students; teacher charts showing student progress through identified PACT standard deficiencies; copies of classroom observations with feedback, as well as, results of "mini" assessments (Teachers, Principal, Assistant Principal, Instructional Coaches, and Business Education Teacher)
6. Provide multiple opportunities for success in social studies classes by re-teaching areas of deficiency either during or after school as a class or in small group or one-on-one basis.	Teachers	August 08	<ul style="list-style-type: none"> • Teachers will provide additional assistance as requested by students or as necessary based on academic performance. • Students with deficiencies in the PACT essential standards will participate in both during and after school tutoring assistance programs/sessions to address areas of deficiency as indicated on district benchmark data. (Afterschool Coordinator) • Teachers will write lesson plans that clearly indicate re-teaching strategies for material not mastered during initial instruction. • Provide incentives for students who master essential PACT standards to encourage retention of knowledge crucial to their PACT assessment. (Instructional Coaches) • Bi-weekly Classroom observations will be conducted to ensure that PACT materials are being used on a regular basis and that students are being given numerous opportunities to master the essential PACT skills and to monitor the impact of the strategy by monitoring student progress with specific

			<p>standards. (School Administration and Instructional Coaches)</p> <p>✓ Documentation will include: copies of student activity records from software showing PACT essential standards computer-based lessons completed by students; teacher charts showing student progress through identified standard deficiencies; copies of classroom observations with feedback; student tutoring sign-in sheets; pictures of students who are meeting their proficiency goals (Teachers, Principal, Assistant Principal, Business Education Teacher, and Instructional Coaches)</p>
7. Collaborate departmentally at least once a month to analyze and review data and to create PACT lessons and assessments and once weekly as a middle school team to address concerns specific to those students.	Teachers Instructional Coaches	August 08	<ul style="list-style-type: none"> • Social Studies teachers will meet at least once a month to create sample PACT lessons and "mini" assessments. • Teachers will administer "mini" assessments to students to check and monitor student progress on the essential SC Curriculum standards. • Teachers and Instructional Coaches will meet at least once a month to analyze student assessment data. • Teachers and Instructional Coaches will meet at least once a week to assemble and correlate instructional strategies and assessments suited to the needs of the students and the essential SC Curriculum standards. (Department Chairs and Instructional Coaches) <p>✓ Documentation will include: file of sample lessons; agendas and/or sign-in sheets with meeting notes showing planning and data to be analyzed as verification of attendance/receipt; copies of revised curriculum as needed, as well as, results of "mini" assessments (Teachers and Instructional Coaches)</p>
8. Students will participate in weekly journal writing activities in Social Studies.	Teachers	September 08	<ul style="list-style-type: none"> • Instructor will design a weekly writing prompt to include the SC SS Curriculum standards being studied that week. • Student writing will be assessed based on a constructed-response rubric. • Students will maintain a journal of writing samples. <ul style="list-style-type: none"> • Documentation will include: lesson plans, writing prompt activities; student work samples.
9. Student Data Wall	Instructional Coach Teachers	October 08	<ul style="list-style-type: none"> • Instructional coaches will provide staff development on analyzing MAP scores. • A data wall will be displayed in the data room to show

			<p>correlation between MAP and PACT, and student progress.</p> <ul style="list-style-type: none"> • Teachers will meet in the data room and discuss/monitor student progress after each MAP testing. • Teachers will plan instruction tailored to meet student needs identified by the data. <ul style="list-style-type: none"> • Documentation: Sign-in sheets, data records, photographs of data wall, minutes from teacher meetings.
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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1: By April 1, 2009, the principal will ensure that teachers demonstrate an understanding of the utilization of MAP Data as measured by 20% of the 7th and 8th grade students improving their ELA and Math PACT performance levels, as evidenced by a correlation to MAP results administered in Spring 2008 and Spring 2009.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Provide staff development on accessing and understanding MAP reports, RIT scores and the Des-Cartes component of MAP to enhance classroom instruction.	Principal Instructional Coaches	Sept. 08	<ul style="list-style-type: none"> Principal, Instructional Coaches, and the district will provide staff development relevant to the needs of the teachers based on needs assessment survey results from Spring 2008. Meet with individual teachers and the department to access, print, and analyze MAP data to plan and instruction suited to the needs of the students while addressing the essential PACT standards. (Principal and Instructional Coaches) Create PowerPoint presentations to be used for instructional purposes on how to access, print, and analyze MAP data. (Instructional Coaches) Assess teachers on initial proficiency accessing, printing, and analyzing MAP data and compare it with proficiency after staff development and coaching via paper and performance based assessments. (Principal and Instructional Coaches) Conduct classroom observations to ensure that the curriculum and instruction are relevant to the mastery of essential PACT standards. (Administrative Team and Instructional Coaches) Conduct staff development activities to ensure that all math and English teachers are proficient accessing and using MAP data. <ul style="list-style-type: none"> ✓ Documentation will include: file of agenda clearly outlining purpose of the meeting and

			<p>faculty sign-in roster with area of discipline noted to ensure all math and English teachers receive the training necessary to meet the objective, and as a means of allowing teachers of other disciplines to see what kind of information they may find that would be useful in helping them plan instruction for the students to raise achievement; and a copy of the PowerPoint presentation used as an introductory instructional session for the teachers with handouts provided for note-taking (Principal and Instructional Coaches)</p>
2. Provide staff development for implementing MAPTRAKKER to correlate MAP data with Lesson plans.	Instructional Coaches	Oct. 08	<ul style="list-style-type: none"> • Provide one-on-one training sessions for teachers to increase teacher proficiency accessing and using MAP data. (Instructional Coaches) <ul style="list-style-type: none"> ✓ Documentation will include: coaching logs detailing the purpose of the session and activities introduced and/or mastered by individual teachers (Instructional Coaches)
3. The principal will ensure that the data room information is current after each MAP testing session.	Principal Asst. Principal Guidance Counselor Instructional Coaches Teachers	August 08	<ul style="list-style-type: none"> • The principal will download the data file of student MAP scores after each testing session. • Student results will be placed in an Excel spreadsheet and blown up poster-sized to display in the data room. • Student data will be updated on the data wall using highlighting to designate growth after each testing session. <ul style="list-style-type: none"> ✓ Documentation will include: data file, photos of updated wall (Principal)
4. The principal will lead a data analysis meeting with middle school teachers after each MAP testing session.	Principal Asst. Principal Guidance Counselor Instructional Coaches	Oct. 08	<ul style="list-style-type: none"> • Provide time for collaborative work sessions at least once a month by department. (Principal) • Assist with the collection and dissemination of data to teachers. (Principal, Asst. Principal, Guidance Counselor, and Instructional Coaches) • Conduct classroom observations to ensure that the curriculum and instruction are relevant to the essential SC Curriculum standards and that lessons designed during the collaborative sessions are being implemented, assessed, and redesigned as necessary. (Principal, Asst. Principal, and Instructional Coaches)

			<ul style="list-style-type: none"> ✓ Documentation will include: copies of sign-in sheets; meeting notes; samples of data analyzed; samples of lessons plans created; and classroom observation forms with feedback. (Principal)
5. The principal will conduct goal setting conferences with students based on MAP data.	Principal Asst. Principal Instructional Coaches Dept. Chairs	Sept. 08	<ul style="list-style-type: none"> • The principal will conference with at least 20 students in grades 7 & 8 to set goals for the next MAP testing session. • Trojan MAP Testing Goal Cards will serve as documentation of the conference. • Student progress will be monitored after each MAP testing session to determine if students met their goals. <ul style="list-style-type: none"> ✓ Documentation will include: goal cards (Principal)

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 2: By April 1, 2009, the principal will provide professional development to enable teachers to improve the achievement level of students in ELA and Mathematics, as measured by a correlation between MAP and PACT data with 20% of the 7th and 8th grade students moving at least one performance level higher. The baseline data will be the Spring 2008 PACT.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Provide staff development on accessing and understanding MAP reports, RIT scores and the Des-Cartes component of MAP to enhance classroom instruction.	Principal Instructional Coaches	August 08	<ul style="list-style-type: none"> Principal, Instructional Coaches, and the district will provide staff development relevant to the needs of the teachers based on needs assessment survey results from Spring 2008. Meet with individual teachers and the department to access, print, and analyze MAP data to plan and instruction suited to the needs of the students while addressing the essential PACT standards. (Principal and Instructional Coaches) Create PowerPoint presentations to be used for instructional purposes on how to access, print, and analyze MAP data. (Instructional Coaches) Assess teachers on initial proficiency accessing, printing, and analyzing MAP data and compare it with proficiency after staff development and coaching via paper and performance based assessments. (Principal and Instructional Coaches) Conduct classroom observations to ensure that the curriculum and instruction are relevant to the mastery of essential PACT standards. (Administrative Team and Instructional Coaches) Conduct staff development activities to ensure that all math and English teachers are proficient

			<p>accessing and using MAP data.</p> <ul style="list-style-type: none"> ✓ Documentation will include: file of agenda clearly outlining purpose of the meeting and faculty sign-in roster with area of discipline noted to ensure all math and English teachers receive the training necessary to meet the objective, and as a means of allowing teachers of other disciplines to see what kind of information they may find that would be useful in helping them plan instruction for the students to raise achievement; and a copy of the PowerPoint presentation used as an introductory instructional session for the teachers with handouts provided for note-taking (Principal and Instructional Coaches)
2. Provide staff development for implementing MAPTRAKKER to correlate MAP data with Lesson plans.	Instructional Coaches	August 08	<ul style="list-style-type: none"> • Provide one-on-one training sessions for teachers to increase teacher proficiency accessing and using MAP data. (Instructional Coaches) <ul style="list-style-type: none"> ✓ Documentation will include: coaching logs detailing the purpose of the session and activities introduced and/or mastered by individual teachers (Instructional Coaches)
3. Monitor the use of Compass Learning to provide additional, individualized reinforcement of essential PACT standards based on deficiencies as identified on MAP and common assessment data.	Principal Asst. Principal Guidance Counselor Instructional Coaches Teachers	August 08	<ul style="list-style-type: none"> • Instructional Coaches will administer MAP three times during the year. • From the reports generated, specific areas of deficiency will be identified by the teachers to develop student enrichment/acceleration assignment folders to be used in conjunction with Compass Learning as applicable. • Conduct classroom observations to ensure that the curriculum and instruction are relevant to the mastery of the essential PACT standards. (Administration and Instructional Coaches) <ul style="list-style-type: none"> ✓ Documentation will include: copy of master schedule; computer lab/mobile computer lab schedule; classroom observation forms with feedback relevant to the use of these programs and MAP data; and samples of student work. (Principal)
4. Observe collaborative work sessions for high/middle school teachers to analyze student	Principal Asst. Principal	Sept. 08	<ul style="list-style-type: none"> • Provide time for collaborative work sessions at least once a month by department. (Principal)

data and design lesson plans during staff development Tuesdays.	Guidance Counselor Instructional Coaches		<ul style="list-style-type: none"> • Assist with the collection and dissemination of data to teachers. (Principal, Asst. Principal, Guidance Counselor, and Instructional Coaches) • Conduct classroom observations to ensure that the curriculum and instruction are relevant to the essential PACT standards and that lessons designed during the collaborative sessions are being implemented, assessed, and redesigned as necessary. (Principal, Asst. Principal, and Instructional Coaches) <ul style="list-style-type: none"> ✓ Documentation will include: copies of sign-in sheets; meeting notes; samples of data analyzed; samples of lessons plans created; and classroom observation forms with feedback. (Principal)
5. Provide feedback on middle school lesson plans and observations.	Principal Asst. Principal Instructional Coaches Dept. Chairs	August 08	<ul style="list-style-type: none"> • Conduct classroom observations to ensure that the curriculum and instruction are relevant to the essential PACT standards and that lessons designed during the collaborative sessions are being implemented, assessed, and redesigned as necessary. Samples of feedback forms and lesson plans. (Principal, Asst. Principal, and Instructional Coaches) • Conduct one-on-one conferences with teachers concerning observations and concerns about instructional and teaching practices, as well as, to discuss areas of strength. (Principal, Asst. Principal, and Instructional Coaches) • Review lesson plans and provide specific comments for improvement/commendation. (Principal, Asst. Principal, Instructional Coaches, and Dept. Chairs) <ul style="list-style-type: none"> ✓ Documentation will include: copies of lesson plans and observations with feedback and a log of teacher conferences. (Principal)

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 1: By April 1, 2009, the district will provide professional development to enable teachers to improve the achievement level of students in ELA and Mathematics, as measured by a correlation between MAP and PACT data with 20% of the 7th and 8th grade students moving at least one performance level higher. The baseline data will be the Spring 2008 PACT.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Provide Staff Development Tuesdays every week from 1:30-3:30 pm to build professional learning communities.	Superintendent	August 08	Every third Tuesday of the month, staff development will be used for teachers to collaborate on the pacing of the curriculum, and reviewing the data to determine what strategies need to be implemented to increase student achievement. The district will conduct three-minute walkthroughs once per month to determine whether teachers are implementing strategies that were discussed in the staff development sessions. The district will meet with the principal following the walkthroughs to discuss what was observed. Written documentation from the walkthroughs will be left with the principal. Agenda, sign-in sheets, and minutes of these meetings will be kept. (Asst. Supt. of Human Resources and Staff Development)
2. Provide three paid days for Summer Training at \$200 a day.	Superintendent	July 08	Teachers will be trained on best practices in Writing Across the Curriculum to better prepare them as classroom teachers. The district will conduct three-minute walkthroughs once per month to determine whether teachers are implementing strategies that were discussed in the Summer Training. The district will meet with the principal following the walkthroughs to discuss what was observed. Written documentation from the walkthroughs will be left with the principal. (Asst. Supt. of Human Resources and Staff Development)

3. Provide technology professional development to improve instruction.	Superintendent	August 08	Technology will be used to enhance instruction and improve student learning. The district will provide funding for Measures of Academic Progress (MAP) for flexible grouping, MAPTRAKKER for lesson planning for flexible groups, Compass Learning for remediation, and SCANTRON (Achievement Series) for benchmark testing to be used by teachers and students to increase student achievement. The district will provide professional development on the use of this technology. The district will conduct three-minute walkthroughs once per month to determine whether teachers are utilizing the technology in the classroom. The district will meet with the principal following the walkthroughs to discuss what was observed. Written documentation from the walkthroughs will be left with the principal. (Director of Finance and Asst. Supt. Of Teaching and Learning).
4. Staff development on Differentiated Instruction and Flexible Grouping will be provided for teachers.	Asst. Supt. Of Teaching and Learning	October 08	Teachers will be given ongoing staff development sessions on Differentiated Instruction and flexible grouping. They will be given time to develop a data chart of their students. Instructional coaches will lead session on classroom management, flexible grouping of students, differentiated instruction strategies, and data analysis. The district will conduct three-minute walkthroughs once per month to determine whether teachers are implementing strategies in the classroom. The district will meet with the principal following the walkthroughs to discuss what was observed. Written documentation from the walkthroughs will be left with the principal. (Asst. Supt. Of Teaching and Learning)
5. A teacher coach will be provided to assist ELA & mathematics teachers with lesson planning, team teaching, creating units of instruction, compiling and analyzing data, and collaborating with teachers on classroom instruction.	Superintendent	August 08	The Teacher Coach will maintain a log of types of assistance provided to ELA and mathematics teachers. Documentation of lesson planning sessions, team teaching sessions, units of instruction, data notebooks, & collaboration sessions will be kept in the log. The district will meet at least once per month with the teacher coach concerning the professional development needs and issues. (Asst. Supt. Of Teaching and Learning.

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 2: By April 1, 2009, the district will provide an updated curriculum to enable teachers to improve the achievement level of students in ELA and Mathematics, as measured by a correlation between MAP and PACT data with 20% of the 7th and 8th grade students moving at least one performance level higher. The baseline data will be the Spring 2008 PACT.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Provide an updated 7-8 Grade ELA Curriculum with pacing guides, standards, and blueprint.	Asst. Supt. of Teaching and Learning	August 08	The district will deliver new curriculum guides (pacing guides, standards & blueprints) to all ELA teachers. The district will hold a meeting with the leadership team to discuss expectations for the use of the new curriculum. The district will conduct three-minute walkthroughs once per month to determine whether teachers are where on target with their pacing. The district will meet with the principal following the walkthroughs to discuss what was observed. Written documentation from the walkthroughs will be left with the principal. Teachers will use the curriculum and pacing guide to ensure all standards are taught before EOC and PACT test is scheduled. (Asst. Supt. of Teaching and Learning)
2. Provide Staff Development Tuesdays every week from 1:30-3:30 pm to build professional learning communities.	Superintendent	August 08	Every third Tuesday of the month, staff development will be used for teachers to collaborate on the pacing of the curriculum, and reviewing the data to determine what strategies need to be implemented to increase student achievement. The district will conduct three-minute walkthroughs once per month to determine whether teachers are implementing strategies that were discussed in the staff development sessions. The district will meet with the principal following the walkthroughs to discuss what was observed. Written documentation from the

			walkthroughs will be left with the principal. Agenda, sign-in sheets, and minutes of these meetings will be kept. (Asst. Supt. of Human Resources and Staff Development)
3. Provide technology to improve instruction.	Superintendent	August 08	Technology will be used for remediation and enrichment for students. Compass Learning labs will be utilized for remediation. Updated classroom technology equipment will be maintained for teachers to utilize technology in classroom instruction. The district will conduct three-minute walkthroughs once per month to determine whether teachers are utilizing technology appropriately in classroom instruction. The district will meet with the principal following the walkthroughs to discuss what was observed. Written documentation from the walkthroughs will be left with the principal. (Asst. Supt. Of Teaching and Learning)
4. Additional materials needed for implementing the Nifty-Nine Curriculum will be provided for teachers.	Asst. Supt. Of Teaching and Learning	August 08	Instructional coaches will compile a list of additional resources needed by the school for implementation of the Nifty-Nine Curriculum. The district will work with the principal to secure funding for purchase of needed materials. (Asst. Supt. Of Teaching and Learning)
5. The district will work with the Instructional Coaches to update the Nifty-Nine Curriculum.	Asst. Supt. Of Teaching and Learning	August 08	Every third Tuesday of the month, instructional coaches and teachers will collaborate on the pacing of the curriculum, and review the data to determine what strategies need to be implemented to increase student achievement. The district will conduct three-minute walkthroughs once per month to determine whether teachers are implementing strategies that were discussed in the staff development sessions. The district will meet with the principal following the walkthroughs to discuss what was observed. Written documentation from the walkthroughs will be left with the principal. Agenda, sign-in sheets, and minutes of these meetings will be kept. (Asst. Supt. of Human Resources and Staff Development)

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation**

**Title and Description of Each Program and Initiative
Included in the FSRP**

1. Computer-assisted instruction. Utilizing computer programs like Compass Learning allows teachers to individualize instruction for the students, addressing their specific areas of deficiency without moving too fast or too slow for the other students. The software also monitors students' progress and progress reports can be generated quite easily so that teachers and students can be constantly informed about what areas need greater improvement.
2. Measures of Academic Progress (MAP) MAP is a computerized assessment program that identifies areas of deficiency students have based on a specific discipline and grade level. It assigns a score that is a compilation of the students' performance on a number of subtests encompassed within the discipline. It is directly correlated with PACT which provides us with data that is extremely useful in preparing our students for the assessment. Within our district, we use MAP along with Compass Learning is used to address areas of deficiency and to provide more individualized instruction for students by selecting lesson units based on skill deficiencies evidenced with MAP results.
3. Des-Cartes Continuum of Learning. Des-Cartes is a component of MAP that identifies specific skills students are unfamiliar with; need additional practice with; or require acceleration in to score at the next proficiency level. Based on the students' RIT scores, there are specific skills that Des-Cartes recommends for teachers to provide instruction for students to help them improve their achievement. Des-Cartes takes the guess-work out of trying to figure out what needs to be taught or re-taught for students to do better in subsequent testing cycles.
4. Compass Learning. Compass Learning is both computer-assisted programs that provide students with reinforcement in specific skills as prescribed by MAP and lessons as designated by the teacher and can be tailored to suit the needs of individual students. This allows greater flexibility in instruction while not putting an impossible burden upon the teacher as well.
5. Social Studies District Benchmarks Assessments are curriculum based from the Challenge the PACT Social Studies Pre- and Post-test for the 7th and 8th grade. The Challenge the PACT is aligned with South Carolina State Standards.
6. Nifty Nine Curriculum – a curriculum developed as a correlation of Orangeburg 4 and Anderson 5 standards and expectations.
7. MAPTRAKKER – a lesson planning software used to assist teachers in planning differentiated instruction based on MAP results.